

Unit Planning Guide: Grade 2- Unit 1 of 6

Unit Title: Understanding Communities While Becoming Independent Readers, Writers, Listeners and Speakers	Pacing (Duration of Unit): 5 weeks
Grade: 2	Buffer Day(s):2

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

- **W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events that include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide a sense of closure.
- **SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - SL.2.1a Follow agreed-upon rules for discussions.
 - SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
 - SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **RL.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- L.2.1a Use collective nouns
- L.2.MA.1g Read, pronounce, write and understand the meaning of common abbreviations for titles, locations, and time periods.

WiDA Standards (ELL)

WiDA for English Language Learners
 Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting
 Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.)

<ul style="list-style-type: none"> • L.2.2a Capitalize holidays, product names, and geographic names. • RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words • RF.2.3a Distinguish long and short vowels when reading regularly spelled one syllable words • RF.2.4 Read with sufficient accuracy and fluency to support comprehension. • RF.2.4a Read grade level text with purpose and understanding • RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	appropriate language function expectations and scaffolds or supports.
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Meaning (*Mostly assessed through Performance Tasks/Assessments)

<p>Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)</p> <ul style="list-style-type: none"> • Communities support and help each other • Communities come in all shapes and sizes • Story structure elements (beginning, middle, and end) 	<p>Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <ul style="list-style-type: none"> • What is a community? • How can you tell a story and support it with details and time words from a text? • Why is it important to be able to read, write, listen and speak independently? • What strategies do independent readers, writers, listeners and speakers use to understand language and learn content?
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Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- That in strong communities people listen carefully and build on others' talk in conversations by linking their comments to the remarks of others
- The plot of a story focuses on characters' responses to major events and challenges in the story.
- Narrative includes details and temporal words that support the overall structure of a story.
- The rules for a respectful discussion.

Key Academic Vocabulary:

Community

Narrative

Temporal words

Discussion

Speaker

Listener

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Composing a narrative with detail and temporal words
- Determining major events and challenges a character faces in a story, and how characters in a story respond to events and challenges (analyzing)
- Categorizing the structure of the story including the setting, characters, problem and solution (analyzing)
- Identifying major events and challenges a character faces in a story, and how characters in a story respond to events and those challenges. (fiction or nonfiction) (analyzing)
- Distinguishing one syllable, short vowel words. (understanding)
- Listening actively when others are speaking or reading out loud.